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ABSTRACT

Based on Project STREAM (Special Training in Remedial Education Activities for Mainstreaming)--an exemplary program serving learning handicapped (learning disabled and mentally retarded) students in regular classrooms in Bolinas, California--the document presents an inservice training package for regular elementary school personnel to learn techniques of instructing mainstreamed learning handicapped students. Presented in looseleaf notebook format, the manual consists of a training curriculum guide section, which covers techniques in diagnosis, intervention, and communication; and a management handbook section, which includes evaluation surveys, questionnaires, rating scales and tests, and recordkeeping sheets. The training curriculum guide provides objectives for each lesson, along with required and optional activities, references, handouts, and resources. Some of the activities lend themselves to group inservice sessions which can last from 20 minutes to 2 hours, depending on the size of the group and the number of activities attempted. (DLS)

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special training in remedial education activities for mainstreaming

project STREAM

esea
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bolinas-stinson
union school district
bolinas, california 94924

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STREAM OVERVIEW

Special Training in Remedial Education Activities for Mainstreaming is a program to mainstream Learning Disabled and Educable Mentally Retarded students into the regular classroom settings, providing them with instructional and guidance services. Each Learning Handicapped student participates in a program designed to allow his/her classroom teacher, parent, and educational specialist and instructional aide to reach agreement on realistic goals for the child in specific target areas, including: a) reading and language arts; b) behavior; c) mathematics; and d) non-academic skills such as video, drama, and art.

The main objectives of the project are:

1) To direct students toward achievement in areas of academics and behavior.
2) To provide staff development for district personnel.
3) To develop a curriculum for training personnel to work with Learning Handicapped students.
4) To reach agreement on realistic student goals with all significant adults.

Each project student is evaluated by an Educational Assessment Team including an educational specialist, classroom teachers, and instructional aides in academics, behavior, and self-esteem. This team determines appropriate individualized instruction and design an Individual Educational Plan. Parents and students are involved in the planning. Review of progress of the students' objectives is an important facet and the EAT meets regularly for revisions and to determine new objectives when initial ones have been met. On-going parent communication is insured by scheduled meetings and monthly progress reports of project students.

The students are provided with intensive remediation in individual and small group instruction with project trained instructional aides. These instructional aides have received extensive training in remediation and behavior management techniques from the educational specialist which enable them to plan and implement appropriate individualized programs for each learning handicapped student. Weekly inservice sessions conducted by the specialist give each aide opportunities to learn more techniques as well as discuss specific needs for continued planning.

The district staff attends scheduled project inservices in a) formal and informal assessment, b) observation techniques, c) individual education planning, d) behavior management, e) materials use and modification, and f) parent conferencing in order to increase their knowledge in these areas and more effectively teach students with learning handicaps. On-going staff inservices involving both teachers and aides insures continued communication and emphasizes the aspect of an inclusive staff development program.

A personnel training guide has been developed by the project's educational specialist to describe the aforementioned areas and procedures. It establishes competencies for personnel working with exceptional children and offers activities and lessons to meet specific training objectives.

Community resource people instruct target students in non-academic areas such as video, music, and art. These resource people work closely with the educational specialist and/or classroom teacher to create a non-academic project that stimulates the interest of the student and can also be a vehicle for teaching academic skills such as reading and mathematics. These resource projects establish alternative situations to the classroom setting, allowing students to achieve success, thereby growing in self-esteem, and finally, demonstrating this growth as shown by positive changes in behavior and attitude.

training curriculum guide

project STREAM

esea
title iv-c

bolinas-stinson
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bolinas, california 94924

by
michele britton

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Introduction

The STREAM program is an inservice training package for regular elementary school personnel to learn techniques of instruction for learning handicapped students in regular classes. These techniques can also be effective with regular students, secondary students, and severely handicapped students, though these are not the target populations. The focus is the promotion of the classroom as being a least restrictive environment for the special student, the regular student, and the teacher.

The program is based on a set of trainee objectives, and activities to meet those objectives. Some of the activities lend themselves to group inservice sessions which can last from twenty minutes to two hours depending on the size of the group and the number of activities attempted. It is also possible to plan an entire day of inservice and do more activities. It is hoped that you will plan according to the needs of your district.

The success of the training program is determined by the use of acquired skills with the students. It is imperative, therefore, that the trainer or other qualified supervisor provide feedback and support to the trainees in the use of these techniques in classroom settings as well as in inservice workshop situations. In fact, many of the activities are more appropriate for use with one or a small group at a time rather than an entire faculty.

Definitions and Pre-requisites for use of the STREAM program:

Trainer - A trainer is the person responsible for inservice programs in special education. He/she may be anyone from within or out of the school who has:
  Knowledge of all material presented in STREAM
or:
  Ability to find people knowledgeable in the material and coordinate their services. These people will also be considered trainers.

Trainee - A trainee is a teacher, paraprofessional, or other person working with children in school, who wants to learn techniques for teaching children with learning handicaps, and has:
  Desire to learn the skills taught
and:
  Willingness to work with trainer(s).

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Introduction

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Desire to learn the skills taught
and:
Willingness to work with trainer(s).

Learning Handicapped Student - A student who needs individual instruction and special assistance and programming in order to benefit from the educational experience.

IEP - Individual Educational Program or Plan

EAT - Educational Assessment Team. Some districts may refer to this as Child Study Team, School Appraisal Team, etc.

The Training Areas

There are three major areas of instruction: Area I (coded green) is Diagnostic Techniques. Area II (blue) is Instructional Techniques. And Area III (yellow) is Communication Skills. Within each area are specific units with objectives, activities and evaluation methods.

Lesson Sheets

Each lesson sheet states the objective to be met and activities to help meet it and to facilitate discussions. Some lessons include a rating scale to be used in evaluating the trainee's progress toward meeting the objective. Most lesson sheets also provide references for the trainer's use in planning activities as well as for the trainees who wish more information. These lists include only a very few of the resources available on each of the topics. Optional activities are listed for some lessons. Usually these activities involve materials, such as books, filmstrips, or simulation games which may not be available to you. You are encouraged to develop other activities which may be more appropriate for your trainees.

Task Cards

For many of the lessons, there are accompanying task cards as part of the activities. Cards in the task card set are color coded and numbered to correspond with each unit and lesson. Completion of the task card activities in itself is not the objective of any unit. The purpose is to provide discussion and activities which can help trainees meet the objective, Any may be revised to be more relevant to your situation.

Handouts

There are several handout sheets which may be duplicated and distributed as indicated on specific lesson sheets. They can be found in the trainer's notebook follwing the appropriate lesson page.

The STREAM program is designed to meet the individual needs of each trainer and trainee. There are many theories for remediation of learning problems, and just as many programs based on them. The philosophy inherent in this program is that the trainee should learn what is necessary to help the student. There are several lessons which include the theoretical background behind remediation techniques. These were included for two reasons: 1) trainees are often interested in the areas and 2) parents or other professionals with whom they confer sometimes are interested in this kind of information. If this is not necessary for your particular situation, please feel free to skip the theory units. You should use this program to meet your staff's needs.

The kit's flexible design allows you to alter the order of sections, skip sections which are not relevant to your situation, and choose from the activities listed for each objective. In addition, it is assumed that not all schools have the same educational materials. There are some special education materials which, when used as instructed, can be extremely effective when teaching students with learning handicaps. It is not the intention of this program that you purchase these, but that each trainee become proficient in using the special education materials that do exist in your school. There are several units in which the instructions will indicate how to decide what materials to use for training.

In using the STREAM curriculum flexibly, please consider these skills which are recommended as minimum requirements for working with learning handicapped students: Instructional and individualizations skills; Behavior management skills; Relations with parents and community; and Development of student self-esteem.

Directions for Trainer: Materials don't teach - teachers do! Use this kit as you would any other curriculum guide. The lessons specify the skill to be taught, suggested activities and references. You decide how to teach, supervise and evaluate the learner.

	Diagnostic Techniques											
	Unit A Theories		Unit B Observation				Unit C Testing				Unit D Objectives	
Names	1	2	1	2	3	4	1	2	3	4	1	2

Diagnostic Techniques

Unit: A. Theories-1

Objective: At the conclusion of training in the area of brain damage theories, the trainee will be able to answer questions at the 90% level of accuracy related to brain damage and remediation.

Materials: Task Card 1 Theories

Activities: Give a quick overview of brain damage theories. Answer questions in discussion. Have trainees do Task Card 1 and discuss.

Optional Activities: Have trainees attend any lectures or conferences on the topic which may be in your area.

References:

Kirk, S.A. and Lord, F.E. (eds.) Exceptional Children: Educational Resources and Perspectives. Boston: Houghton Mifflin Company, 1974.

Lerner, J.W. Children with Learning Disabilities. Boston: Houghton Mifflin Company, 1971.

McCarthy, J.J. and McCarthy, J.F. Learning Disabilities. Boston: Allyn and Bacon, Inc., 1969.

Diagnostic Techniques

Unit: A. Theories - 2

Objective: At the conclusion of training in psycholinguistic theories, the trainee will be able to list and accurately describe briefly three diagnostic-remediation techniques.

Materials: Task Card 2 Theories

Activities: Briefly describe the diagnostic-remediation techniques and theories of the psycholinguistic school of thought. Include the work of Kirk, Frostig, etc. Answer questions in discussion. Have trainees do Task Card 2 and discuss.

Optional Activities: Show the film: Specific Learning Disabilities in the Classroom available through Davidson Films, 3701 Buchanan, San Francisco, Ca. 94123
Have trainees attend nearby lectures or conferences on this topic.
Review materials resulting from these theories, such as the Illinois Test of Psycholinguistic Abilities.

References:

Johnson, D.J. and Myklebust, H.R. Learning Disabilities: Educational Principles and Practices. New York: Grune and Stratton, 1967.

Kephart, N.C. The Slow Learner in the Classroom. Columbus, Ohio: Charles E. Merrill Publishing Company, 1960.

Kirk, S.A. and Kirk, W.D. Psycholinguistic Learning Disabilities: Diagnosis and Remediation. Chicago: University of Illinois Press, 1971.

Lerner, J.W. Children with Learning Disabilities. Boston: Houghton Mifflin Company, 1971.

McCarthy, J.J. and McCarthy, J.F. Learning Disabilities. Boston: Allyn and Bacon, Inc., 1969.

Valett, R. The Remediation of Learning Disabilities. Palo Alto, California: Fearon Publishers, 1967.

Diagnostic Techniques

Unit: B. Observation - 1

Objective: At the conclusion of training in the area of observational techniques, the trainee will be able to list at least six behaviors of a child in a classroom in academic and behavior areas with 90% accuracy.

Materials: Video tape section 1
Task Card 1A Observation
Task Card 1B Observation

Activities: Define a behavior: any visible activity displayed by a learner which can be observed. Have trainees do Task Card 1A and 1B and discuss. Supervise trainees observing a classroom situation and discuss behaviors seen.

References:

Boehm, A.E. and Weinberg, R.A. The Classroom Observer: A Guide for Developing Observational Skills. New York: Teachers College Press, 1975.

Cartwright, C.A. and Cartwright, G.P. Developing Observation Skills. New York: McGraw-Hill, 1974.

Malott, R.W. Contingency Management. Kalamazoo, Michigan: Behaviordelia, 1972.

Tharp, R.G. and Wetzel, R.J. Behavior Modification in the Natural Environment. New York: Academic Press, 1969.

Diagnostic Techniques

Unit: B. Observation - 2

Objective: At the conclusion of training in the area of observational techniques, trainee will complete a frequency count of two specific behaviors during three separate observations at a 90% accuracy level.

Materials: Video tape section 2
Task Card 2 Observation

Activities: Define a frequency count: within a given amount of time, each occurrance of the behavior is tallied.
and describe when it is used: on behaviors which occur often, such as hitting, talking out, pencil tapping. This may vary for each child.
Have trainee do Task Card 2 and discuss.
Supervise trainee in the classroom doing a frequency count on a specific behavior.

References:

Boehm, A.E. and Weinberg, R.A. The Classroom Observer: A Guide for Developing Observational Skills. New York: Teachers College Press, 1975.

Cartwright, C.A. and Cartwright, G.P. Developing Observation Skills. New York: McGraw-Hill, 1974.

Malott, R.W. Contingency Management. Kalamazoo, Michigan: Behaviordelia, 1972.

Tharp, R.G. and Wetzel, R.J. Behavior Modification in the Natural Environment. New York: Academic Press, 1969.

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Diagnostic Techniques

Unit: B. Observation - 3

Objective: At the conclusion of training in observation techniques, trainee will write an anecdotal record immediately after an observed situation using behavioral terms and filling in all information as measured by a rating scale.

Materials: Video tape section 3
Task Card 3A Observation
Task Card 3B Observation

Activities: Define an anecdotal record: a narrative which includes all data that reproduces behavioral events as they occured.
Have trainee do Task Cards 3A and 3B and discuss.

Rating Scale: Must include all of the following

Observer
Date
Time
Student
Setting
Circumstances - antecedent to the behavior
Behavior - in descriptive terms, such as: sitting, staring
Consequence to the behavior

References:

Boehm, A.E. and Weinberg, R.A. *The Classroom Observer: A Guide for Developing Observational Skills*. New York: Teachers College Press, 1975.

Cartwright, C.A. and Cartwright, G.P. *Developing Observation Skills*. New York: McGraw-Hill, 1974.

Malott, R.W. *Contingency Management*. Kalamazoo, Michigan: Behaviordelia, 1972.

Tharp, R.G. and Wetzel, R.J. *Behavior Modification in the Natural Environment*. New York: Academic Press, 1969.

Unit: B. Observation - 4

Objective: When presented with ten situations of behaviors to be observed, trainee will choose an appropriate method of observation for at least nine.

Materials: Task Card 4 Observation

Activities: Review anecdotal records and time when they are appropriate: for a behavior which has occured one time.
Review frequency counts: used for behaviors which are quick and occur often.
Describe interval sampling: an observation period is divided into small intervals during which the observer looks for a specific behavior, recording whether it occurs within each interval or not. It is appropriate for observing behaviors of long duration which occur frequently, such as out of seat, on/off task behaviors.
Have trainees do Task Card 4 and discuss.
Discuss situations which occur in trainees' classrooms and decide what kind of observation technique to use.

References:

Boehm, A.E. and Weinberg, R.A. The Classroom Observer: A Guide for Developing Observational Skills. New York: Teachers College Press, 1975.

Cartwright, C.A. and Cartwright, G.P. Developing Observational Skills. New York: McGraw-Hill, 1974.

Malott, R.W. Contingency Management. Kalamazoo, Michigan: Behaviordelia, 1972.

Tharp, R.G. and Wetzel, R.J. Behavior Modification in the Natural Environment. New York: Academic Press, 1969.

Diagnostic Techniques

Unit: C. Testing - 1

Objective: At the conclusion of training in the area of testing techniques, trainee will be able to administer a given formal individual achievement test at the 95% level of accuracy as measured by a rating scale.

Materials: Task Card 1 Testing
Individual Achievement Tests used in your school, such as the Peabody Individual Achievement Test (PIAT), Key Math, Wide Range Achievement Test (WRAT), Woodcock Reading Test, etc.

Activities: For each test you wish to teach:
Explain how to give the test items. Explain how to determine when and where to begin and end testing (basal and ceiling). Describe how to use the score sheet and how to score the test. Demonstrate the test while trainee role plays a student. Have trainee do Task Card 1 and discuss. Observe trainee giving a test to a student.

Rating Scale: Score each item on a 1-10 point scale.

1. Has correct basal level
2. Has correct ceiling level
3. Asks questions correctly
4. Interprets answers correctly
5. Records answers appropriately
6. Administers appropriate test sections
7. Scores accurately

References:

Bloom, B.S. et al. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill, 1971.

Dunn, L.M. and Markwardt, F.C. Peabody Individual Achievement Test. Circle Pines, Minnesota: American Guidance Service, Inc., 1970.

Jastak, J.F. and Jastak, S.R. The Wide Range Achievement Test. Wilmington, Delaware: Guidance Associates of Delaware, Inc., 1965.

Diagnostic Techniques

Unit: C. Testing - 2

Objective: When presented with descriptions of ten student academic characteristics, trainee will be able to select an appropriate test or part of test to assess the students for at least nine of the situations.

Materials: Task Card 2 Testing
Any criterion referenced test used in your school

Activities: Define criterion referenced testing: a measure that is constructed to provide measurements that can be directly used to specify performance objectives.
and the purpose: to determine a learner's status with respect to some criterion or performance standard.
Have trainee look at the criterion referenced tests available. Have trainee do Task Card 2 and discuss.
Handout the handout on commercially made criterion referenced tests.
Use the tests with students in the class.

Optional Activities: Visit other programs where criterion measurement systems are used.

References:

Bloom, B.S. et al. *Handbook on Formative and Summative Evaluation of Student Learning*. New York: McGraw-Hill, 1971.

Brigance, A.H. *Brigance Diagnostic Inventory of Basic Skills*. Newton, Massachusetts: Curriculum Associates, Inc., 1976.

Connolly, A.J. et al. *Key Math: Diagnostic Arithmetic Test*. Circle Pines, Minnesota: American Guidance Service, Inc., 1971.

Harris, A.J. *How to Increase Reading Ability*. New York: David McKay Company, Inc., 1970.

Lerner, J.W. *Children with Learning Disabilities*. Boston: Houghton Mifflin Company, 1971.

Popham, W.J. *Criterion Referenced Instruction*. Palo Alto, California: Fearon Publishers, 1973.

Commercially made Criterion Referenced Tests

Fountain Valley Support System in Reading
Richard L. Zweig Associates Inc.
20800 Beach Blvd.
Huntington Beach, Ca. 92648

High Intensity Learning Systems
Random House
Educational Systems Division
Westminster, Maryland 21157

Individualized Criterion Testing
Educational Development Corporation
P.O.Box 45663
Tulsa, Oklahoma 74145

Individual Pupil Monitoring System
Houghton Mifflin
777 California Ave.
Palo Alto, Ca. 94304

Score
Westinghouse Learning Corporation
770 Lucerne Way
Sunnyvale, Ca. 94086

System FORE
Foreworks
617 No. Oxford Ave.
Los Angeles, Ca. 90004

Santa Cruz BCP Observation Booklet
Santa Cruz County Office of Education
701 Ocean St. Rm 200
Santa Cruz, Ca. 95060

Brigance Inventory of Basic Skills
Curriculum Associates
6 Henshaw St.
Woburn, Mass. 01801

Santa Clara Inventory of Developmental Tasks
Richard Zweig Associates
20800 Beach Blvd.
Huntington Beach, Ca. 92648

Unit: C. Testing - 3

Objective: When discussing the scores of a given test with a parent or other adult, the trainee will cover seven points fully as measured by a rating scale to a 85% accuracy level.

Materials: Video tape section 4
Task Card 3 Testing
Wide Range Achievement Test Manual

Activities: Discuss how to interpret and read scores for the tests you use, and how to tell someone. Be sure to emphasize that no test score is absolute and that it is only one part of the whole picture for any student.
Have trainee watch the video section and discuss.
Have trainee do Task Card 3.
Have trainee sit in on a conference in which test scores are discussed.
Supervise trainee giving test information to a parent or other adult.

Rating Scale: Score the following each on a scale of 1-10 in terms of information trainee included in conference.

1. What the test items are
2. What the test tests
3. What is expected of a student taking the test
4. What differences there are between scores and expected scores, if any
5. What the scores stand for
6. What the difference is between these scores and previous scores, if any
7. What implications there may be from the test results

References: The manuals to the tests being given

Diagnostic Techniques

Unit: C. Testing - 4

Objective: When given the task of assessing a particular learning or behavior pattern of an exceptional child, the trainee will be able to describe or create three appropriate informal assessment tools.

Materials: Task Card 4 Testing
Reading Assessment Game
Handout on Where to Look

Activities: Describe how informal assessment can give accurate information just as formal tests.
Give an example of a student academic behavior and an informal method of determining performance.
Give examples that include reading passages, observing work done in class, playing games, talking with teachers, etc.
Handout the handout: Where to Look,and discuss.
Have trainees do Task Card 4 and discuss.

References:

Gronlund, N.E. Preparing Criterion Referenced Tests for Classroom Instruction. New York: MacMillan, 1973.

Mann, P.H. and Suiter, P. Handbook in Diagnostic Teaching: A Learning Disabilities Approach. Boston: Allyn and Bacon, 1974.

Popham, W.J. Criterion Referenced Instruction. Palo Alto, California: Fearon Publishers, 1973.

Smith, R.M. Clinical Teaching: Methods of Instruction for the Retarded. New York: McGraw-Hill, Inc., 1968.

Smith, R.M. (ed.) Teacher Diagnosis of Educational Difficulties. Columbus, Ohio: Charles E. Merrill, 1969.

What to Look For

Math:

Readiness

1. Vocabulary - does the child understand the language?
2. Matching - can he match like objects?
   like pictures?
3. Counting - orally in sequence?
   written in sequence?
4. Recognition of symbols - can he pick out one from a group?
5. Recall of symbols - can he produce a given symbol from memory?

Process

1. Facts - does he know math facts accurately?
2. Speed - can he do what he knows quickly?
3. Conceptualization - does he understand what he's doing?
4. Generalization - can he use old skills in new situations?

Reading:

Readiness

1. Similarities - can he differentiate like and different objects? sounds, symbols?
2. Sequencing - can he order stories?
3. Classification
4. Language - does he understand the spoken word?
5. Directionality - does he know left from right? top from bottom?

Phonics:

1. Sound/symbol relationship
2. Blending skills - from auditory input? from written symbols?
3. Can he memorize rules?

Writing

1. Forming letters
2. Directionality

Sight Words

1. Long term memory
2. Short term memory

Context Words

Comprehension

1. Main idea
2. Inferences
3. Critical thinking
4. Divergent Thinking

Diagnostic Techniques

Unit: D. Objectives - 1

Objective: Given the characteristics of three students with exceptional needs, trainee will list three behaviors for each student that should be learned next.

Materials: Task Card 1 Objectives
Criterion referenced measurement data

Activities: Evaluate the observation data and information obtained from giving the criterion referenced test.
Consider teacher expectations.
Discuss what needs to be learned.
Consider how the child feels about himself with relation to the above.
Have trainee do the Task Card 1 and discuss.

Optional Activities: Have the trainee participate on the Educational Assessment Team in your school or district.

References:

Popham, J. Selecting Appropriate Educational Objectives. Los Angeles; Vimcet Associates.

Smith, R.M. Clinical Teaching Methods of Instruction for the Retarded. New York: McGraw-Hill, Inc., 1968.

Unit: D. Objectives - 2

Objective: When given characteristics of a student, trainee will be able to formulate appropriate instructional and behavioral objectives as measured by a rating scale based on the 4 elements of behavioral objectives.

Materials: Task Card 2A Objectives
Task Card 2B Objectives
Task Card 2C Objectives

Activities: Once trainees can determine what the student needs to learn, they must learn to write these goals in behavioral objective form. Describe that this way they can see what the goal is and measure the success of an intervention program as students meet or don't meet objectives.
Have trainee do Task Card 2A and Task Card 2B and discuss.

Optional Activities: Look through books or lists of student objectives if such lists are available to you.

Rating Scale: Objectives must include all of the following:

Conditions under which the behavior is to occur
The learner who is expected to perform the behavior
The behavior in measureable terms
The criterion of performance which is acceptable

References:

Gronlund, N.E. Stating Behavioral Objectives for Classroom Instruction. New York: MacMillan Company, 1970.

Mager, R.F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962.

Meyen, E.L. Developing Units of Instruction: For the Mentally Retarded and Other Children with Learning Problems. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1972.

Malott, R.W. Contingency Management. Kalamazoo, Michigan: Behaviordelia, 1972.

Intervention Techniques

	Unit A Theories		Unit B IEP			Unit C Curriculum				Unit D Behavior				Unit E Evaluation			
Names	1		1	2		1	2	3	4	1	2	3	4	1	2	3	

Intervention

Unit: A. Theories - 1

Objective: At the conclusion of training in task analysis theories, the trainee will be able to describe principles involved in task analysis with 80% accuracy as measured by a rating scale.

Materials: Task Card 1 Theories

Activities: Discuss the principles behind task analysis, including the theories of Hewett, Engelmann, etc. Have trainee do Task Card 1 and discuss.

Optional Activities: Have trainee attend any conferences on this topic which may be in your area.

Rating Scale: Score each of the following on a scale of 1-10, indicating to what degree the trainee described each point.

1. The task is analyzed, not the child.
2. The task should be presented in small sequential increments.
3. One must assess which skills of a task a child has already mastered.
4. A student should not be taught a skill until he has the prerequisites.
5. Success should be guaranteed for the student.

References:

Hewett, F. The Emotionally Disturbed Child in the Classroom. Boston: Allyn and Bacon, 1968.

Kirk, S.A. and Lord, F.E. Exceptional Children: Educational Resources and Perspectives. Boston: Houghton Mifflin Company, 1974.

Lerner, J.W. Children with Learning Disabilities. Boston: Boston: Houghton Mifflin Company, 1971.

Unit: B. IEP - 1

Objective: When presented with educational objectives for three students, trainee will arrange objectives in a hierarchy for each student.

Materials: Task Card 1 IEP

Activities: Discuss the concept of prerequisites for learning new skills. This relates to criterion referenced testing and task analysis theory.
Have trainee do Task Card 1 and discuss.

Optional Activities: Have trainee attend conferences or workshops on IEPs.
Show filmstrips on IEPs: Council for Exceptional Children has a series of filmstrips on PL 94-142. 1920 Association Dr. Reston, Va. 22091. Vimcet Associates also has a filmstrip program entitled Educational Objectives. P.O. Box 24714, Los Angeles, Ca. 90024.

References:

Malott, R.W. Contingency Management. Kalamazoo, Michigan: Behaviordelia, 1972.

Intervention

Unit: B. IEP - 2

Objective: Trainee will be able to develop an educational program based on pupil data and information for three students.

Materials: Task Card 2 IEP

Activities: Define and discuss the purpose of an Individual Educational Plan. Demonstrate how to write an IEP. Use the form which is used in your district.
Have the trainee do Task Card 2 and discuss.
Have the trainee observe, and then participate in, a meeting of the Educational Assessment Team in your district.
Note: an IEP must include the following:
The child's present level of functioning
The child's learning style
The annual goals
The short term objectives
Educational services needed by the child
The date services will begin
Description of the extent to which the child will participate in regular educational programs
A list of who is responsible for implementing the IEP
Evaluation procedures

References:

Council for Exceptional Children, P.L. 94-142 filmstrips, cassettes, and pamphlets. 1920 Association Dr., Reston, Va. 22091.

Schrag, J.A. Individualized Educational Programming: A Child Study Team Process. Austin, Texas: Learning Concepts, 1977. (and filmstrips)

Intervention

Unit: C. Curriculum - 1

Objective: Trainee will be able to use three materials in the classroom or resource room with ease and flow with students as measured by a rating scale.

Materials: Any materials commercial or teacher made that you wish trainee to learn to use.

Activities: Demonstrate the use of the product. Discuss how it works and why it works. Discuss what objective it is designed to help teach and with whom it will be effective.
Have trainees use the materials with each other, role playing students and teachers.

Optional Activities: Show video tapes of materials being used in classes. Have sales representatives from the manufacturer of an educational product visit and explain the program. Visit other classes or school where the program is used.

Rating Scale: From observing the trainee use an educational material, rate them from 1-10 on the following items to achieve a 95% accuracy rate.

1. Presents material clearly
2. Does activity with ease. Does not hesitate, or have to read directions during a lesson.
3. Locates all materials or parts of program easily.
4. Charts student response correctly (if applicable).
5. The student responds with ease.

References: The teacher's manuals for the materials used.

Intervention

Unit: C. Curriculum - 2

Objective: When given three student assignments, trainee will modify materials for one student so as to be appropriate for the student with a learning handicap as measured by a rating scale.

Materials: Task Card 2 Curriculum
Handout: Ways to modify materials

Activities: Go over the handout. Discuss these and other suggestions you may have for modifying materials. Discuss that many classroom or workbook assignments are not appropriate for learning handicapped children, because they: are too long; have unclear direction; have too many kinds of tasks on one page; etc. In order to make the child feel successful, we can modify the lesson to eliminate the barriers which make him afraid or unable to do classroom tasks.
Have trainee do Task Card 2 Curriculum and discuss.

Rating Scale: Uses any of the following:

Color cuing
Fewer stimuli on page
Fewer pages
Tape recordings and/or recorder
Peer tutor or helper
Only one kind of direction per page

Modified Assignments

Here is a checklist of suggestions which are easily carried out by the teacher and can help avoid a situation of failure for the student.

_____ 1. assign less work

_____ 2. provide necessary materials, so the student doesn't spend so much "unorganized" time finding papers, pencils, etc.

_____ 3. remove unnecessary stuff from desk or work area.

_____ 4. provide an isolated space for the child to work.

_____ 5. provide clear material, easy to see

_____ 6. provide clear material, easy to understand

_____ 7. provide material that looks appealing and interesting

_____ 8. remove irrelevant material

_____ 9. specify time expectations

____ 10. specify level of success expected

____ 11. specify what to do upon completion

____ 12. specify how to get help if needed.

____ 13. provide visual cues: emphasize symbols, key words, provide illustrations, give a page with similar format.

____ 14. provide auditory cues: read instructions individually, use tape recorded directions the child can use independently and repeat as necessary, use peer or other student tutor.

____ 15. have the student verbalize instructions before beginning task.

____ 16. work in a small heterogeneous group

____ 17. work in a small homogeneous group

____ 18. keep the task difficulty level constant

____ 19. put fewer problems on a page

____ 20. have only one step to each problem

____ 21. cut pages in half

____ 22. provide sufficient space for answer.

____ 23. provide immediate feedback of correct response, or help to correct a response

Modified Assignments (continued)

_____ 24. provide more repetition than is expected from most workbooks

_____ 25. review previous lessons

_____ 26. make sure student has prerequisites for task

_____ 27. clearly state contingencies for complete or incomplete work

_____ 28. provide tape recorder to answer questions

_____ 29. provide typewriter to do written assignments

Intervention

Unit: C. Curriculum - 3

Objective: Trainee will evaluate the appropriateness of three commercial educational materials for three given students' characteristics of learning and objectives.

Materials: Task Card 3A Curriculum
Task Card 3B Curriculum
Materials to be evaluated

Activities: Discuss how to determine what skills are taught with the materials. Discuss and define visual and auditory learners:
A visual learner is one who learns best from visual input.
An auditory learner is one who learns best from auditory input.
Review materials in terms of what sensory input is provided and what mode of response is necessary.
Have trainee do Task Card 3A and 3B and discuss.

Optional Activities: Play LINGO, a game by Sandra Bolen available through Educational Consultant Enterprises, Inc. P.O. Box 1471, Greely, Co. 80631.

References:

Bleil, G. Evaluating educational materials. Journal of Learning Disabilities. 1975, 8, 19-26.

Intervention

Unit: C. Curriculum - 4

Objective: When given an objective, trainee will describe three activities which employ repetition and proficiency learning for students as measured by a rating scale.

Materials: Video tape section 5
Task Card 4 Curriculum
Handout on Commercial Instructional Products

Activities: Watch video tape and do Task Card 4

Discuss precision teaching principles, emphasizing drill, motivation, speed and accuracy, mastery, and assumed task analysis.

Brainstorm on other methods of teaching which employ these principles, such as flashcards, timed math facts test, etc.

Optional Activities: Have trainee visit a class in which these kinds of lessons are done.

Rating Scale: Scores 90% level on the following items rated from 1-10 each:

1. The activity provides opportunities for success on previously learned material.
2. The activity provides reinforcement of learned and newly presented concepts through repetition.
3. The presentation of new material is in small increments so that the student does not go on until mastering previous skills.

References:

Kunzelmann, H.P. et al (eds). *Precision Teaching*. Seattle: Special Child Publications, Inc., 1970.

White, O.R. and Haring, N.G. *Exceptional Teaching for Exceptional Children: A Multimedia Training Package*. Columbus, Ohio: Charles E. Merrill, 1976.

Commercially Produced Products Which Incorporate Principles of Proficiency Learning

Sounder
  a reading program by
  Edmark Associates
  Bellevue, Washington

Mastery Programs
  in reading, math, and dictionary by
  Mastery Programs, Ltd.
  Logan, Utah

Monterey Programs
  in math, reading, and language by
  Monterey Learning Systems
  Palo Alto, California

Score
  a reading program by
  Learning Guidance Systems
  Hillsborough, California

Intervention

Unit: D. Behavior Change - 1

Objective: When presented with five objectives for students' behavior change, trainee will do a task analysis for at least four.

Materials: Task Card 1 Behavior Change

Activities: Define how to do a task analysis. Pick a behavior and demonstrate how to do a task analysis. Have trainee do Task Card 1 and discuss.

References:

Malott, R.W. *Contingency Management*. Kalamazoo, Michigan: Behaviordelia, 1972.

Pasanella, A. and Volkmor, C. *Coming Back or Never Leaving: Instructional Programming for Students in the Mainstream*. Columbus, Ohio: Charles E. Merrill, 1977.

Intervention

Unit: D. Behavior Change - 2

Objective: When presented with an objective for student behavior change, and the situation describing the student's behavior, trainee will design an intervention strategy.

Materials:
Video tape section 6
Task Card 2 Behavior Change
Handout of Educational Planning Sheet

Activities: Describe the behavior change planning chart. The top half is filled in by defining the behavior (and setting, stimulus, consequences) that exist. The bottom half can be used to plan an intervention. In the behavior box, list the behavior you wish to occur and proceed by changing what you have control over in the other boxes. One or more variables can be changed to facilitate change in behavior.
Have trainee do Task Card 2.

Optional Activities: Create your own behavioral situations and discuss how a plan could be created.
Show the film: Who Did What to Whom available through Research Press, 2612 N. Mattis, Champaign, Ill. 61820.
Use the activities in Behavior Modification for the Classroom Teacher available through Opportunities for Learning, Inc., North Hollywood, California 91601.

References:

Carter, R. Help! These Kids are Driving Me Crazy. Champaign, Illinois: Research Press, 1972.

Clarizio, H.F. Toward Positive Classroom Discipline. New York: John Wiley and Sons, Inc., 1971.

Homme, L. et al. How to Use Contingency Contracting in the Classroom. Champaign, Illinois: Research Press, 1967.

Malott, R.W. Contingency Management. Kalamazoo, Michigan: Behaviordelia, 1972.

Sulzer, B. and Mayer, G.R. Behavior Modification Procedures for School Personnel. Illinois: Dreyden Press, 1972.

Volkmor, C. et al. Structuring the Classroom for Success. Columbus, Ohio: Charles E. Merrill, 1974.

Intervention

Unit: D. Behavior Change - 3

Objective: Trainee will be able to carry out behavior modification procedures with three selected students as measured by success on student objectives.

Materials: Whatever it takes.

Activities: Select behavioral objectives for students. Have the trainee do a task analysis and behavior planning to plan and carry out an intervention.
Have the trainee carry out the plan in a situation with students.
Supervise. Discuss the plan and progress with the trainee.

References:

Buckley, N.K. and Walker, H.M. Modifying Classroom Behavior: A Manual of Procedure for Classroom Teachers. Champaign, Illinois: Research Press, 1970.

Carter, R. Help! These Kids are Driving Me Crazy. Champaign, Illinois: Research Press, 1972.

Clarizio, H.F. Toward Positive Classroom Discipline. New York: John Wiley and Sons, Inc., 1971.

Homme, L. et al. How to Use Contingency Contracting in the Classroom. Champaign, Illinois: Research Press, 1967.

Malott, R.W. Contingency Management. Kalamazoo, Michigan: Behaviordelia, 1972.

Volkmor, C. et al. Structuring the Classroom for Success. Columbus, Ohio: Charles E. Merrill, 1974.

Intervention

Unit: D. Behavior Change - 4

Objective: Trainee will reinforce students for acceptable behavior as measured by trainer's observation during three lessons.

Materials:
Task Card 4A Behavior Change
Task Card 4B Behavior Change
Handout on Reinforcers

Activities: Define a reinforcer - an event that increases the chances of the future occurrance of the behavior it follows.
Describe how and when to use reinforcers, including schedules of reinforcement:
Continuous reinforcement - when a behavior is first being learned, it should be reinforced consistently every time it occurs.
Intermittent reinforcement - reinforcement which occurs occasionally following an already learned behavior to help maintain it.
Explain primary and secondary reinforcers:
Primary - a reinforcer, such as food, which has reinforcing properties without being learned.
Secondary - an event which acquires its reinforcing properties through learned association with other reinforcers. Money is a secondary reinforcer. It is important to pair praise with tangible reinforcers so that eventually they can be faded, and the child can learn to respond to social reinforcers.

Have the trainee do Task Card 4A and discuss. And do Task Card 4B and discuss.

References:

Clarizio, H.F. Toward Positive Classroom Discipline. New York: John Wiley and Sons, Inc., 1971.

Malott, R.W. Contingency Management. Kalamazoo, Michigan: Behaviordelia, 1972.

Rosenberg, H.E. Behavior Modification for the Classroom Teacher. North Hollywood, California: Opportunities for Learning, 1975.

POTENTIAL REINFORCER LIST *

Playthings

Use of, or access to, playthings may provide reinforcement to many children. Some examples are:

- toys
- cartoons
- kaleidoscopes
- flashlight
- headdress
- rings
- striped straws
- kickball
- playground equipment
- tape recorder
- badges
- pins
- ribbons
- balls
- puzzles
- combs
- comics
- jump ropes
- balloons
- commercial games
- bats
- marbles
- toy jewelry
- jacks
- yo-yo's
- plastic toys (animals, Indians, soldiers)
- money (play, real, exchangeable)
- class pictures
- household inexpensives (pots, cans, cardboard boxes)
- stamps
- whistles
- bean bags
- jumping beans
- masks
- straw hats
- banks
- address books
- fans
- silly putty
- toy musical instruments
- birthday hats
- play dough
- dolls
- dollhouses
- make-up kits
- trains
- stuffed animals
- pick-up sticks
- cowboy hats
- boats
- blocks
- miniature cars
- snakes

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* taken from: Erken, N. F. and Henderson, H. S. Dictionary Skills Mastery Program. Logan, Utah: Mastery Programs Ltd., 1976. with permission from the authors.

Physical Contact or Proximity

- patting shoulder
- touching arm
- straightening clothes
- hugging
- touching hand
- shaking hands
- squeezing hands
- patting cheeks
- helping put on coat
- ruffling hair
- walking alongside
- combing hair
- tieing shoes
- quick squeeze
- gently raising chin
- leaning over
- touching hurt
- putting face next to child
- tickling
- cupping face in hands
- gentle pull at hair
- guiding with hand
- nudging
- eating with children
- sitting on desk near students
- standing alongside
- walking among students
- gently guiding
- interacting with class at recess

Words and Symbols, Written - Approval

- Bravo
- Improvement
- Fine
- Good
- Neat
- Very good
- O.K.
- Thoughtful
- 100%
- Good paper
- Very colorful
- Well done
- Great
- Wow
- A-1
- Perceptive
- Good work
- Correct
- +
- Satisfactory
- Nicely done
- Very concise
- Complete
- Enjoyable
- Excellent
- Outstanding
- Superior
- Congratulations
- Yeh
- Show this to your parents
- For display
  (rubber stamps)

Expressions - Approval - Facial

- looking
- smiling
- winking
- nodding
- grinning
- raising eyebrows
- opening eyes
- slowly closing eyes
- signaling O.K.
- thumbs up
- shrugging shoulders
- widening eyes
- wrinkling nose
- blinking rapidly
- giggling
- whistling
- cheering
- laughing
- chuckling
- skipping
- skipping
- shaking head

Activities and Privileges - Approval - Individual

- leading student groups
- representing group in school activities
- displaying student's work - any subject matter
- straightening up for teacher
- putting away materials
- running errands
- caring for class pets, flowers, etc.
- collecting materials - papers, workbooks, assignments, etc.
- choosing activities
- show and tell - any level
- constructing school materials
- dusting, erasing, cleaning, arranging chairs, etc.
- helping other children with drinking, lavatory, cleaning, etc.
- reading a story
- working problems on board
- answering questions
- outside helping - patrols, directing parking, ushering, etc.
- classroom supervision
- first in line
- assisting the teacher to teach
- leading discussion
- making gifts
- recognizing birthdays
- correcting papers
- special seating arrangements
- reponsibility for on-going activities during school holidays (pets, plants, etc.)
- decorating room
- presenting hobby to the class
- "Citizen of the Week" or "Best Kid of the Day"

Social

- movies
- decorating classroom
- presenting skits
- playing records
- puppet shows
- preparing for holidays
- making subject matter games
- visiting another class
- dancing
- going to museum, fire station, court house, picnics, etc.
- participating in group organizations (music, speech, athletics, social clubs)
- talking periods
- recess or play periods
- parties

field trips
planning daily schedules
performing for PTA
talent shows (jokes, reading, music, etc.)
musical chairs
competing with other classes

Things - Approval - Access to, turns, use of things coupled with approval

storybooks
pictures from magazines
college materials
counting beads
paint brushes
paper mache
book covers
crayons
coloring books
paints
records
flash cards
surprise packages
bookmarkers
pencils with names
seasonal charts
pencil sharpeners
subject matter accessories
pencil holder
stationery
compasses
calendars
buttons
pins
pictures
musical instruments
drawing paper
elastic bands
paper clips
colored paper
pets
flowers
classroom equipment
chalk
clay

Food - of various kinds in sometimes reinforcing but should not normally be used by the classroom teacher. It can be an excellent reinforcer on occasion, but should not be used regularly.

Reinforcers Which are Available in Almost Any Classroom

1. praise
2. self-graphing
3. daily good reports to parents
4. model building
5. field trips
6. messenger
7. party after school
8. class proctor
9. nurse's helper
10. cafeteria helper
11. library time

12. lunch counter
13. stars on paper
14. papers on wall
15. get to sit by a friend
16. class leader to bathroom
17. class leader to cafeteria
18. smiles of teacher
19. pat on back by teacher
20. happy faces on paper
21. library passes
22. chance to help other students
23. music pass
24. magazine selection
25. choose a game
26. extra privileges
27. picnic
28. teacher for the day
29. game equipment manager
30. clean chalk board
31. stamps on hand
32. read to younger children
33. listen to records
34. cross walk patrol leader
35. flag raiser
36. first turn
37. sharpen pencils for class
38. roll call leader
39. sit in front of classroom
40. sit in back of classroom
41. sit by windows
42. sit by door
43. feed classroom animals
44. turn lights off and on
45. self-selection of activity

Home Reinforcers: The teacher may find these as useful suggestions to make to parents:

1. money
2. candy
3. gum
4. praise (verbal)
5. pat on back
6. extra TV time
7. extra time before going to bed
8. watch more TV shows
9. new clothes

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10. extra play time
11. new toys
12. entertain friends
13. extra helping at dinner
14. choose a particular food
15. go to a movie
16. go to the zoo
17. records
18. swimming
19. time outside
20. parties
21. coloring
22. carbons
23. get a pet
24. charting
25. soda
26. friend to spend the night
27. opportunity to go out for sports at school
28. have a friend over for dinner
29. choose a TV program
30. increase allowance
31. play a game with the parents
32. have a picnic
33. make something in the kitchen
34. have breakfast in bed
35. washing and drying dishes
36. wrap gifts
37. choose a gift for a friend or sibling
38. fewer chores
39. sleep later on weekends
40. go on errands
41. go out to a special restaurant
42. watch dad shave
43. choose own clothing to wear
44. choose own hairstyle
45. go to summer camp
46. buy something for the car
47. open the mail
48. take pictures of friends
49. make something for the teacher
50. put soda in the refrigerator
51. use dad's tools
52. not have to wash clothes for a week
53. not have to iron own clothes for a week
54. piggyback ride on dad
55. start a fire in the fireplace
56. work to go to the circus
57. lick stamps for green stamp book
58. help dad make a dog house
59. put things on the wall
60. slide down the bannister rail

Intervention

Unit: E. Evaluation - 1

Objective: When presented with three specific objectives, trainee will use a criterion referenced test or design an informal test procedure for measuring learner behavior.

Materials: Task Card 1 Evaluation

Activities: Review the use of criterion measurement.
Have trainee do Task Card 1 and discuss.

References:

Baker, E. Writing Tests Which Measure Objectives. Los Angeles: Vimcet Associates.

Pasanella, A. and Volkmor, C. Coming Back or Never Leaving: Instructional Programming for Students in the Mainstream. Columbus, Ohio: Charles E. Merrill, 1977.

Intervention

Unit: E. Evaluation - 2

Objective: Presented with three objectives in behavior change areas, trainee will use observation techniques to determine if students' objectives are met at the .70 level of reliability with the trainer.

Materials: Task Card 2 Evaluation

Activities: Review observation techniques. Explain that baseline data can be compared to data taken after intervention has begun. Describe ABA design. It is important that the observation method is consistent.

Have the trainee do Task Card 2.

Intervention

Unit: E. Evaluation - 3

Objective: When presented with three objectives for two different students which were not met, trainee will appropriately modify the IEPs.

Materials: Task Card 3 Evaluation

Activities: Review objectives for children. Use real situations or make them up for examples. Discuss possibilities for altering instructional programs if the objectives are not met. Consider the following:
Mode of input
Mode of response
Motivational factors
Level of task
Class situation in which task is presented

Have trainee do Task Card 3. Discuss.

Have trainee participate on Educational Assessment Team.

Communication Techniques

	Unit A Theories			Unit B Conferences		Comments
Names	1	2		1	2	

Communication

Unit: A. Theories - 1

Objective: At the conclusion of training in the history of and recent trends in special education, the trainee will be able to list at least 2 trends in the areas of classification of students, special class placement, and mainstreaming and resource services.

Materials: Task Card 1 Theories

Activities: Discuss briefly the history of special education including the following:
Binet and the IQ test
Special schools
Special class for children, based on categories such as: deaf, blind, emotionally disturbed, educably mentally retarded, trainable mentally retarded, etc.

Describe the recent trends in special education including the following:
Classification of students from medical categories to the classification of programs and services.
The move from special class placement to least restrictive environments.
Mainstreaming and resource services.

Have trainee do Task Card 1 and discuss.

Optional Activities: Council for Exceptional Children's filmstrip series on PL 94-142. 1920 Association Dr., Reston, Va. 22091.
Visit other districts in which innovative models for mainstreaming are being implemented.
Have the trainee attend conferences on mainstreaming, or almost any special education conference.

References:

Kirk, S.A. and Lord, F.E. Exceptional Children: Educational Resources and Perspectives. Boston: Houghton Mifflin Company, 1974.

Unit: A. Theories - 2

Objective: At the conclusion of training in the area of nutritional theories of learning disabilities, the trainee will be able to accurately list and describe two nutritional theories.

Activities: Discuss the current theories of Drs. Smith and Feingold that diet affects behavior and attention skills and ultimately learning.

Optional Activities: Attend conferences on nutritional theories.
Have a doctor in the area who practices dietary medicine speak to your group.
Watch television shows on which experts are interviewed regarding these new practices.

References:

Watson, G. Nutrition and Your Mind: The Psychochemical Response. New York: Harper and Row, 1972.

Wunderlich, R. Allergies, Brains and Children Coping. St. Petersburg, Florida: Johnny Reads, Inc., 1973.

Communication

Unit: B. Conferences - 1

Objective: Trainee will provide three out of five parents with information regarding strategies, techniques, and extensions of school programs to be carried out at home as measured by parent questionnaire.

Activities:

Have trainee sit in on a parent conference.
Role play conference situations with parents.
Point out that the important things are:
1. to be honest about what a child can and can't do in school.
2. to be realistic about what the child can be expected to do and to learn.
3. to be clear and specific about suggestions for home instruction. Give examples and demontrations.

Optional Activities:

Mainstreaming Training Series:
Keeping in Touch With Parents: The Teacher's Best Friends by L.A. Bennett and F.O. Henson, Learning Concepts, Austin, Texas.

References:

Barsch, R.H. The Parent of the Handicapped Child. Springfield, Illinois: Charles C. Thomas Publishing Company, 1968.

Becker, W.C. Parents are Teachers. Champaign, Illinois: Research Press, 1971.

Becker, W.C. Teaching Children: A Child Management Program for Parents. Champaign, Illinois: Engelmann-Becker, 1969.

Noland, R.L. Counseling Parents of the Mentally Retarded. Springfield, Illinois: Charles C. Thomas, 1970.

Patterson, G.R. and Gullion, M.E. Living with Children. Champaign, Illinois: Research Press, 1971.

Parent Questionnaire

1. What techniques were presented to you at the conference? (such as a book the student uses, workbook, reward system)

   1.

   2.

   3.

2. What school or home teaching programs were discussed? (such as flashcards, praise, homework)

   1.

   2.

   3.

3. Do you think you will implement any programs at home as a result of this conference?

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Communication

Unit: B. Conferences - 2

Objective: Trainee will talk about the results of instructional processes to three out of five parents as measured by parent questionnaire.

Activities: Have trainee role play a situation in which he/she interprets progress to parents.
Supervise trainee in a parent conference.

Parent Questionnaire:

1. What instructional processes used with your child were shared with you at the conference? (such as books, workbooks, flashcards, etc.)
    1.
    2.
    3.
2. What progress has your child made as a result of this instruction? (little, quite a bit, up to grade level, etc.)
    1.
    2.
    3.
3. What instructional programs were discussed for future use? (such as more of the same, something at home, a differenct book, etc.)
    1.
    2.
    3.

Task Card 1 Theories

There are many theories which have been and are being developed on learning disabilities. This is a list of some of them and a very brief description of each.

Strauss theorized that certain children suffer from brain injury which occured during or after birth. This sometimes causes defects of the neurological system and explains problems in perception, thinking, and/or emotional behavior. Many plans for teaching children were devised based on this brain damage model. Strauss and Lehtinen presented a plan which includes removing all visual stimuli from the learning environment to reduce hyperactivity and figure ground problems so the child might then focus his attention on the material to be learned.

Kephart postulated that children experience a normal sequential development of motor patterns and establishes a concept of the world which he refers to as a stable perceptual-motor world. A learning disabled child has problems when confronted with symbolic materials because his perceptual-motor world is unstable. Kephart feels that these children have to learn about space and time and proposes a program of remediation activities involving muscle and motor response.

Doman and Delacato also assume a completed neurological organization is necessary for academic learning. There is an orderly progression of neurological development which has been interrupted in a child with learning disabilities. To remediate such problems, a history is taken to pinpoint the level of the child's neurological organization. The child is then taken through each stage (creeping, crawling, etc.) with patterning exercises until one-sidedness, or dominance, is achieved. According to Doman and Delacato, passive manipulation programs the brain, allowing completion of development stages and achievement of cortical hemispheric dominance which is necessary for reading, speech, and writing.

As a small group activity, design a classroom which would incorporate one of the theories of brain damage to provide for a child with learning disabilities.

Task Card 2 Theories

The Diagnostic Remediation theories assume that children have disabilities in how they process information or language. Diagnostic evaluation is done to determine if there is a problem in receiving information, expressing information, processing visual information, processing auditory input, or if there is a weakness in inter-sensory tasks. A plan for teaching is then based on the areas of strengths and weaknesses of an individual child.

Kirk proposed a system of diagnostic evaluation to collect information about how a child learns. He observed that many children showed discrepencies between ability and performance. His diagnostic system involves auditory and visual processes of psycholinguistics. Remediation would then follow in the areas of a child's weaknesses.

Along the same lines: Frostig created a developmental test of visual perception, and Wepman created a test of auditory discrimination. Myklebust and Johnson propose using such diagnostic information to teach to the child's strengths while remediating the areas of weakness.

Vallet defined tasks developmentally grouped in gross motor areas, sensory motor integration, perceptual-motor skills and social skills. He created a test of these abilities which, though it does not provide remediation in its structure, it does provide a reference for such remediation.

As a small group, design a classroom which would incorporate one or more of the psycholinguistic theories to provide for a child with learning disabilities.

Task Card 1A Observation

Circle those of the following which are observable behaviors:

1. distracting other students
2. talking during a lesson
3. good behavior
4. driving the teacher crazy
5. singing while doing math
6. asking questions of one's peers.
7. looking at the teacher
8. hyperactive behavior
9. fine motor problems
10. tapping the pencil on the desk
11. fidgeting
12. lying on the desk

Task Card 1B Observation

View tape Section 1. List the student behaviors you see.

1.

2.

3.

4.

5.

Task Card 2 Observation

View the video Section 2

Count how many times the child "rocks" in each segment.

Segment	Tally marks	Total
a	____________________	_____
b	____________________	_____
c	____________________	_____
d	____________________	_____
e	____________________	_____
f	____________________	_____

Task Card 3A Observation

I. Find two things wrong with each anecdotal record.

II. Rewrite the anecdote to be in correct form (use your imagination).

1. Student: Robert Date: sometime last week
Observer: Me Time: morning

Robert was playing with some kids and when he didn't win, he started to be just awful, making everyone else act upset, too.

2. Student: Joe Date: beginning of year
Observer: Marsha Time: 8:30

Joe entered the classroom like a bolt of lightning. I sent him out immediately, but he knocked all the chairs out on his way.

3. Student: Marsha Date: May 9, 1974
Observer: Teacher Time:

It was right after lunch and Marsha was sitting in circle. She was real quiet.

Task Card 3B Observation

After watching the three segments in the Video Tape Section 3, write an anecdotal record for one including the following information:

Student ________________ Date ______________

Observer ______________ Time ______________

Setting:

Circumstances:

Behavior:

Consequences:

Task Card 4 Observation

Which kind of observation method would be appropriate for each of the following behaviors?

a. Anecdotal record
b. Interval method
c. Frequency count

1. John is always out of his seat. He wanders around the room, gazes out of the window, etc.

2. Mary calls children names. She teases them.

3. Joe is a fist pounder. While sitting at his desk, he pounds his fist on it, which disturbs everyone in the class. He does it quite a bit.

4. Lou gets in fights on the playground.

5. Virginia cuts school.

6. Melodie swears. Every other work is "fuck" or "shit".

7. Pete daydreams. He rarely seems to be "with us."

Task Card 1 Testing (For PIAT or WRAT)

Pick a partner. Each of you should have a turn to be examiner while the other role plays a student with the given characteristics:

1. A 4th grader with low reading achievement and little spelling skills. Very shy, quiet, and has low self-esteem.
2. A second grade student, very active, with little achievement in math.
3. A 6th grader who is probably three years behind in all academics.
4. A kindergarten child on whom an initial screening is to be done.
5. An 8th grade student who has been referred for academic reasons.
6. A 5th grade student.

Task Card 1 Testing (For Key Math)

Use the Key Math Test to complete these tasks. Pick a partner. Each of you should have a chance to be examiner while the other role plays a student with the given characteristics.

1. a 2nd grader having difficulty with math facts.
2. A 6th grader having difficulty with math facts.
3. A 3rd grader who is having trouble with money concepts.
4. A 5th grader who is below grade level with respect to fractions.
5. A 4th grade student who has a hard time with measurement and time.
6. A first grader who has been referred for not achieving in math.

Task Card 2 Testing

Using a criterion referenced test such as the Brigance Inventory of Basic Skills, determine which section to give the following students.

1. Student is in 5th grade, reads approximately 3 years below grade level.
2. Student is in 3rd grade, doesn't know basic math facts.
3. Student is in 6th grade and can't spell anything.
4. Student is in 8th grade and has terrible writing skills, such as capitalization and punctuation.
5. A kindergarten student who often seems confused and doesn't follow directions.
6. A student who has difficulty in division.
7. A student who has trouble with regrouping in addition and subtraction.
8. A poor reader in 3rd grade. Reads almost nothing.
9. A poor writer in second grade, has little control of pencil and often reverses letters and numbers.
10. A 4th grader with poor reading comprehension skills.

Task Card 3 Testing

Here are the test results from the WRAT for several children. Describe the following for each:

1. The test items.
2. What the score means.
3. What is expected of the student in the test situation.
4. What the difference is between the score and the expected score.
5. How this compares to previous test results, if any.
6. The implications that can be drawn from the results:
    a. What should the student be taught?
    b. How much can we expect in the time given?

Jamie: Age 14 Grade 8
Reading score - 30 Grade Equivalent - 4.6
Spelling score- 10 Grade Equivalent - 3.7
Arithmetic - 26 Grade Equivalent - 7.7

Jamie spells phonetically, but reads words as sight words, giving up on those he doesn't know immediately.

David: Age 6½ Grade 1
Reading Score - 24 Grade Equivalent - 1.2 Percentile - 30
SpellingScore - 16 Grade Equivalent - K.8 Percentile - 16
Arithmetic - 21 Grade Equivalent - 1.9 Percentile - 63

Writes his first name only, and uses all capital letters. Reads no words at all, but does know the alphabet. Has difficulty writing.

John: Age 8 Grade 3
Reading Score - 22 Grade Equivalent - 1.5 Percentile - 9
Spelling Score- 25 Grade Equivalent - 1.7 Percentile -12
Arithmetic - 30 Grade Equivalent - 1.9 Percentile -21

Writes most letters backwards. Tries to sound out words.

Task Card 4 Testing

Rules for Reading Assessment Game (RAG)

RAG can be played with any commercially packaged game that involves reading, i.e. Monopoly, Sorry, etc.

Each player takes one RAG card (in back pocket of STREAM notebook) before play begins, not showing it to the other players. On the card is a description of the reading characteristics this player is to display while playing the game. The object of RAG is to guess what reading strengths and weaknesses are listed on the other players' cards.

Play the commercial game as instructed. When your turn involves reading, do so aloud and with the characteristics described on your RAG card. At any time during play, any player may discuss what he or she has assessed as others' reading strengths and weaknesses. Play ends when contents of all RAG cards have been disclosed.

Optional: Try making up new RAG cards.

Task Card 1 Objectives

For each student described below, decide the next three things they should learn.

1. 1st grade student who doesn't know all of the alphabet, counts to 39, has no concept of one to one correspondence, and is able to attend to task for 15 minutes at a time.

2. 2nd grader who can read words of CVC construction with "a" or "i" but not the other short vowels. Has a sight vocabulary of about 10 words, some of which are from the reading series in his class.

3. A student who is not motivated to do school work, has little attention to academic tasks, can do addition and subtraction without regrouping. Can read some 2nd grade words, but they are mostly by sight. Seems to know initial consonants.

4. Student who reads well except irregular words. Has little comprehension or memory of what was read. Doesn't understand what a sentence is and can't capitalize or punctuate.

5. A student who knows times facts and can do complex multiplication, but can't get division at all. In reading, knows most words phonetically, but has trouble with vowel digraphs and dipthongs.

6. A student who is able to do the work in class, but can't sit still. Calls out, doesn't understand directions, constantly is distracting others, and never completes assignments.

7. A student who can't remember two symbols to copy them, has good visual discrimination, doesn't know the alphabet, can't focus on a page, cries when given an assignment, can't color in line, is good in P.E.

8. A student who knows math facts to 20, but has a hard time with regrouping. Can't count money. Knows short vowels and silent "e" words, but not long vowel comvinations.

9. Can sound out all silent "e" words and those with short vowels, including consonant blends. Has no sight vocabulary. Is good in math, but can't do the workbook because the directions are written above his reading level.

Task Card 2A Objectives

A behavioral, or performance, objective is a statement of what the learner is expected to learn. It must describe the terminal behavior (what the learner will be doing), the conditions under which it will occur, and the criteria to make it acceptable. It must state what can be considered the 4 W's:

1. When (condition): such as, given a one page assignment, or when presented with a group situation
2. Who: who is to perform the behavior, such as Johnny, or the student
3. What (the behavior): the observable, measureable behavior, such as, will sit quietly without talking at all

4. 4. With what degree of success (criterion): such as, every word on a page, for a random 10 minute period, 85%

The most important thing in writing an objective is that there be no discrepancy between how any evaluator's interpret it.

Put a check by each of the statements listed below which are acceptable as objectives.

1. Given a one page story at his level, John will read it aloud with no more than two mispronounced words.
2. Given a set of math problems, Sue will do them all.
3. When asked to recite the multiplication tables, Albert will say all but the 9's.
4. Given a list of 20 words with beginning and ending consonants and short vowels "a" and "i", Amanda Sue will be able to correctly pronounce at least 18.
5. During random independent work sessions, given written work at his level, Pete will exhibit on-task behavior for 5 minutes.
6. During 5 independent work sessions throughout a given day, Pete will exhibit 5 minutes of on-task behavior with written work at his level, for at least 4 out of 5 sessions.
7. When sitting in circle with other children in the class, Linda will not touch the other kids next to her.
8. Sally won't complain when she gets an assignment.
9. Upon hearing 20 pairs of words, read one at a time, some rhyming, some not, Fanny will indicate after each if they rhyme with mo more than 2 errors.

Task Card 2B Objectives

Given the information in each item, write a performance objective.

1. Condition: a list of 20 random words from the Dolch list
   Who: the learner
   Behavior: pronounce correctly
   Criterion: 100%

2. Condition: reading group of 8 students
   Who: the student
   Behavior: raise hand to speak
   Criterion: 80% of the times he speaks

3. Condition: 5 questions, from 5 paragraphs, about the main idea in each
   Who: Celia
   Behavior: read paragraphs silently and answer questions in writing
   Criterion: at least 4 correct

4. Condition: 20 two place addition problems with regrouping
   Who: Frankenstein
   Behavior: Compute
   Criterion: at least 18 correct

5. Condition: asked by adult to sit down
   Who: "Skwirmy"
   Behavior: sit in his desk within 5 seconds
   Criterion: 80% of the opportunities

Task Card 2C Objectives

Given the following information about students, write one performance objective for each.

1. Johnny can read words with short vowels a and i, but not e, u, or o. He knows most of the consonant sounds.

2. Donna needs to learn how to regroup in 2 place addition.

3. Cindy can read one syllable words with short vowels and long vowels with a final e. She knows a few words by sight, but is a phonetic reader.

4. Gail can say all the sounds in a one syllable phonetically regular word, but cannot blend them together to pronounce the word.

5. Jim can read short and long vowel words, but cannot spell them.

6. Mary can concentrate on her work only when sitting at her own desk, facing the wall, and only for about 5 minutes at a time.

7. Sharon can't keep her mouth shut for more than 3 minutes when a whole class lesson is being given.

Task Card 1 Theories

Most of the theories of learning disabilities are concerned with discovering what is wrong with the child and possible ways to correct it. The task analysis approach assumes that all children can learn, and places the major emphasis on analyzing the task itself. Curriculum planning then involves:

1) defining the specific tasks necessary for the child to learn
2) sequencing the steps to learn the task
3) determining specific behaviors necessary for the child to perform the task

The following are specific plans, described very briefly, which have been developed on a task analysis model.

Hewett considers that a child's behavior is influenced by the curriculum, the conditions and expectations of his environment, and the consequences. He proposes that by structuring the classroom by analyzing the tasks given a child, and the appropriate reinforcers for correct responses on tasks, the children will progress through a developmental sequence of educational goals: attention; response; order; exploration; social; and mastery levels.

Engelmann believes that educational objectives must be stated as specific tasks and that everything a teacher does after that must derive from these objectives. The tasks must be analyzed to include every concept necessary to successfully complete the task. Each task to teach these concepts must be specified clearly. In teaching, a child should only learn one new concept at a time, and student feedback is important to determine if the task has been mastered. Engelmann developed the DISTAR reading, language, and math programs based on these principles.

Lindsley developed a program involving recording and charting of student performance as a means of evaluating and examining behavior, performance and teaching strategies in the classroom. He refers to this program as precision teaching and it involves four steps: 1) Pinpointing the desired behavior or response; 2) Recording the daily performance frequency of the specific behavior; 3) Changing the techniques or curriculum to allow the desired behavior to occur more often, including the child's involvement in decision making, and; 4) Try again.

Using the principles of task analysis, design a classroom to provide optimum success for a student with learning disabilities.

Task Card 1 IEP

For each item, arrange the three objectives in a logical order according to which would be learned first.

1. a. addition facts adding to 10
   b. multiplication facts through 10's
   c. subtraction facts from 20 down to 0

2. a. on-task in a group teacher directed lesson
   b. on-task in an independent word period
   c. on-task with a one to one teacher

3. a. writing the alphabet in order
   b. writing the letters from dictation in random order
   c. writing the letters of one's name

4. a. saying the sounds of letters written in isolation
   b. discriminating between two like or different sounds when heard
   c. reading simple words phonetically

5. a. regrouping in subtraction
   b. multiplication facts
   c. long division

6. a. pronouncing phonetically regular words with short vowels
   b. pronouncing irregular words
   c. pronouncing phonetically regular words with vowel dipthongs

Task Card 2 IEP

Make an individual educational program for each of these students, including short range objectives in reading, math and behavior, if appropriate, and activities for each.

Name: Giselda   Grade: 3
Test Scores: Key Math, grade 3.3 PIAT reading recognition 1.3
Reading assessment: Knows most initial consonants visually. Has good auditory discrimination. Knows the sounds of short "a" and "i". Sight vocabulary is at pre-primer level.
Behavioral observations: Whines, avoids school tasks, likes to talk all the time, plays with others outside of class time.
Communication with parents: Giselda was not a problem in her previous class and isn't at home. Has seemed to learn non academic concepts quickly.
Learning characteristics: Likes games, but not paper work. Doesn't want others to see what she's doing in class.

Name: Felix   Grade: 6
Test results: Reading recognition PIAT 3.1 Comprehension 3.1
Reading assessment: Sight vocabulary to 2nd grade level
Knows initial consonants
Knows short vowels
Blends, but not the digraphs sh, wh, and ch
Long vowels, with silent "e", but not "u"
Doesn't know vowel combinations
Reads one word at a time
Math assessment: Adds numbers adding to 10
Subtracts numbers from 10
Can't regroup
Behavioral observations: Tries to talk his way out of class work, often trouble on playground for fighting, lies to adults and children, comes to class tardy from recess, often hides behind classroom.

Task Card 2 Curriculum

Many workbook pages or ditto sheets or other assignments students are asked to do are often too confusing or long for a student with learning handicaps, even if the level of academic work is appropriate. There are several ways to modify these tasks for this student, so that he can complete them without much assistance and begin to feel better about his capabilities and school performance.

Using some of the ideas on the handout on modifying assignments, or creating ideas of your own, tell how you might modify the following tasks:

1. Read a book and write a book report.

2. Write sentences using spelling words.

3. Do two pages of math problems - addition and subtraction mixed, some with regrouping, some without.

4. Work in workbook for the entire period.

5. Make a daily journal entry, using correct capitalization, punctuation, and cursive writing.

Task Card 3A Curriculum

Here is a list of many materials which have been designed either specifically for special education students and/or which can be used to teach specific skills. This is an opportunity for you to observe (and evaluate) those which are available to you. 1) Select as many as you wish from the list or from your shelf, 2) Read the instructions or teacher's guide, 3) Talk with another teacher who has used the program, 4) For each that you select, list the skills which you think it could help teach.

Example: DISTAR Reading Skills: Consonant sounds, vowel sounds, listening skills, sound blending, left to right, writing, comprehension, spelling

Materials

Reading

DISTAR I, II, and III (SRA)
Corrective Reading (SRA)
Sullivan Programmed Readers (McGraw-Hill, Behavior Research Laboratories)
Edmark Reading Program (Edmark Associates)
Auditory Discrimination in Depth (Teaching Resources)
Reading Incentive Program (Bowmar)

Math

DISTAR Math (SRA)
Sterns Structural Arithmetic Kit (Houghton-Mifflin)

Affective Behavior

Magic Circle (Human Development Training Institute)
DUSO, Developing Understanding of Self and Others (American Guidance)

Language

DISTAR Language (SRA)
GOAL Kit (Milton Bradley)
Peabody Language Development Kit (American Guidance Services)
Goldman Lynch Sound Symbol Kit (American Guidance Services)

Task Card 3B Curriculum

Learners have individual learning styles. We have heard this, but what does it mean in terms of how we teach? Consider two main points: 1) the manner of presentation of a lesson, and the 2) manner of expected response:

Presentation	Response
Visual	Written
Auditory	Verbal
Tactile	Kinesthetic

An example:

A student must read a story and write a summary.

The material presented is done so in a visual manner and the student is expected to provide a written response. To modify this assignment for a student who is an auditory-verbal learner: Have the student listen to the story and then tell it into a tape recorder or to a peer, teacher, or aide.

Think of a way to modify this same task for students who learn best with the following patterns of presentation and response:

Auditory - written

Auditory - kinesthetic

Visual - written

Visual - verbal

Visual - kinesthetic

To determine what type of learning patterns a student has, make observations of which kinds of lessons he works best with.

Task Card 4 Curriculum

For these activities, you will need 1) a paragraph, 2) a page of math problems, 3) a list of words, and 4) a set of flashcards.

Do the following with a partner:

1. Give your partner one minute to read a given paragraph aloud, repeating it until the minute is up. Keep track of how many and which words are mispronounced. Count the number of correct words read in the minute and decide if this meets a proficiency level of 60 correct responses per minute with no more than two errors.

2. Give your partner one minute to do the written math problems. Count the number of correct digits. Does this meet a proficiency level of at least 40 written responses in a minute with no errors?

3. In one minute, dictate a list of words to your partner and have him/her write the words. Count the number of correctly spelled words in the minute.

4. Lay the flashcards on a table so that all can be seen. Give your partner one minute to say the answer to each problem, if math, or read the sound or word, if letters, going from left to right, and repeating until the minute is up. Decide if the oral proficiency level of 60 responses in a minute with no more than two errors has been met.

Task Card 1 Behavior Change

To do a task analysis:

1. Set the objective. State it clearly.
2. Take yourself through the task and list the skills necessary to reach the objective.
3. Sequence those skills, which then become intermediate objectives.
4. Look at the learner. Decide which of the skills he has already mastered and go from there.

Look over the following objectives. Select one of them or make up your own and try to do a task analysis.

a. Presented with a list of one syllable words with short vowels and beginning and ending consonants, the learner will be able to correctly pronounce the words.

b. The student will exhibit on task behavior for a 15 minute independent work period.

c. After reading a story at his level, the student will be able to answer in writing 5 questions about the content of the story.

d. The student will be able to give the correct answer to any multiplication fact 0 through 100.

e. Presented with addition and subtraction problems, requiring regrouping to the tens place, the student will correctly compute the problems.

Task Card 2 Behavior Change

Watch the video tape Section 6, one segment at a time. After each, fill out the top half of an Educational Planning sheet (handout) to record what is happening. In small groups, brainstorm about possible ways to effect change. Decide what the desired behavior is and list this in the appropriate square on the bottom half of the planning sheet. Concentrate on modifying the circumstances and/or consequences to help change the behavior. Note that sometimes the setting is possible to change, i.e. moving the child to another class, providing a snack for the child before a given period, switching math and reading periods, etc. There are many options for educational plans for each of the video taped situation. Do one plan for each and discuss.

Here is an example for a situation which is not on the video tape.

Student: Donna Planner: Ms G.

	Setting	Circumstances	Student Behavior	Consequences
What is Now	Early morning circle time Ms G's room 1st period	Children sitting on floor in circle All are quiet and raise hand for attention	Donna lies on floor and moans	Ms G yells at Donna to sit up and be quiet
Plan	"	Have students sit in chairs in circle	Donna sits on chair quietly	Ms G praises Donna for appropriate behavior and ignores her when she lies on floor

Task Card 4A Behavior Change

1. Write down what motivates you to work.
   Why are you here?
   What do you get out of it?

2. Think of a lesson you did recently.
   Think of one child in your class who is a high achiever.
   What did he get out of it?
   What motivated him?

3. Now do the same for a low achiever.

4. List 10 "things" other than social praise and interaction that you have in your class and do or could use as reinforcers (i.e. being first in line, playing a game, field trip priveleges, felt pens, candy, free time, etc.).

Task Card 4B Behavior Change

In positively reinforcing students for appropriate or exceptional behavior, there are many kinds of rewards. They can be classified into primary and secondary reinforcers.

Arrange the following list of reinforcers in a hierarchy from food (a primary reinforcer) at the bottom, to self-concept at the top.

toys

money

smiling

saying "good"

pat on the back

a star on a paper

m & m's

feeling of accomplishment

Task Card 1 Evaluation

For each of the following situation design a test or other method you could use to evaluate the success of the intervention.

1. The student knew the short vowel sounds a, i, and o. To reinforce those and to teach words with the short vowel sounds of e and u, the child worked, in a group of 3 students and an aide, with phonics rummy cards, worksheets and cassette lessons.

2. The student could select the nouns out of a paragraph, but could identify no other parts of speech. He was given a programmed workbook which he finished in 2 weeks.

3. The student could add and subtract, but not with regrouping. The teacher provided math manipulatives such as an abaccus and Dienes blocks.

4. Upon dictation of the letters of the alphabet, the student could write only the letters of his name. Every day, one more letter was introduced and practiced in a one to one situation.

5. A student was paired with a peer to learn a list of 100 basic sight words of which he only knew 32 upon beginning.

Task Card 2 Evaluation

For each of the following situation, state what methods you would or could use to evaluate success of the intervention.

1. The student cannot be quiet in a classroom for more than 20 seconds without talking out. The intervention was to have "quiet contests". The teacher would tell the child to try to listen (or work) for x seconds. Each time she would plot the number of seconds achieved on a graph for the child and show him how to see his progress.

2. The student could sit still and pay attention at circle time for only 3 seconds at a time. The teacher shortened circle time and had the children sit in assigned chairs.

3. The student was out of his seat much of the time (observation showed that the longest he was in seat was for 5 minutes) and didn't get his seatwork completed. The teacher gave him less work to do and praised him every few minutes if he was in his seat.

4. The student never turned in assignments or ever did any work, but was not disruptive. The teacher excused him from regular assignments and instead had him create an assignment of his own which would help him learn the same skills.

5. The student was getting into approximately six fights a day while on the playground. The intervention was to remind him before each recess of how to behave. Then, if he was in a fight, he had to go into class immediately and remain there for the rest of the day.

Task Card 3 Evaluation

For three of the following, assume that no progress has been made by the student. Develop an alternative intervention plan to teach the skill or behavior.

1. The student could sit still and pay attention at circle time for only three seconds at a time. The teacher shortened circle time and had the children sit in assigned chairs.

2. The student was getting into approximately six fights a day while on the playground. The intervention was to remind him before each recess of how to behave. Then, if he was in a fight, he had to go into class immediately and remain there for the rest of the day.

3. A student could add and subtract, but not with regrouping. The teacher provided math manipulatives such as an abacus and Dienes blocks.

4. A student was paired with a peer to learn a list of 100 basic sight words of which he only knew 32 when he began.

5. The student could select the nouns out of a paragraph, but could identify no other parts of speech. He was given a programmed workbook which he finished in two weeks.

Task Card 1 Theories

For each of the following, please indicate if it is an example of the traditional medical model of classifying students or part of the recent terminology for providing services for children.

T for Traditional
R for Recent

1. Individuals with Exceptional Needs
2. Educable Mentally Retarded
3. Designated Instructional Services
4. Individual Educational Program
5. Brain Damage
6. School Advisory Team
7. Parent Involvement
8. Special Class Placement
9. Educational Assessment Team

management
handbook

project
STREAM

esea
title iv-c

bolinas-stinson
union school district
bolinas, california 94924

Management Handbook
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DESCRIPTIONS OF FORMS

The Parent Interview is a survey to determine effectiveness of communication with parents including their perceptions of project services for their children.

The Teacher Interview is a survey to determine effectiveness of communication with teachers including their perceptions of project services for students in their classes.

The Teacher Informal Project Evaluation is a survey for teachers which can be used to evaluate the project services.

The Workshop Evaluation is a short evaluation form to be filled out by participants to indicate quality of workshop content and process.

The Student Time Check is a tool to be used on random dates to determine the amount of time project students are receiving in special services, such as direct reading instruction, indirect math instruction, counselling time, special projects, etc.

The Staff Inservice Needs Assessment is a survey type needs assessment for teachers or aides to indicate areas in which they are skilled, need, or would like more training in remediation techniques.

The Teacher Attitudinal Survey of Aide Contributions is a quick survey for teachers to indicate how they feel aides will contribute to the educational assessment team process in five areas. It can be used as a pre and post survey to indicate change in teacher attitude toward use of paraprofessionals.

The Student Behavior Self Report is a student self-evaluation of performance in school related activities including academics, art, behavior, attendance, and study skills. It is normed on a K-8 population.

The Britton Motor Skill Scale is a quick scale to assess and evaluate student skills in fine motor areas as related to writing.

The Video Rating Scale is a pre and post evaluation of students in video tape skills.

The Student Data Form is a record keeping form including the student's name, parents' names, address, phone number, and pre and post test data (adaptable for tests used in each situation). A second page serves as an individual educational plan including student objectives and progress.

The Training Session Record is a form for recording the inservice training received by each staff member.

The Materials Check Out Form is a way to monitor the use and evaluation of materials borrowed from the resource center as well as the whereabouts.

The Parent Communication Data Form is a form to record inforamtion discussed with parents.

The Achievement Record Form is a page for recording special accomplishments of students in non-testable areas.

The Educational Assessment Team Meeting Record is a form for noting each meeting held to discuss student progress.

Parent Evaluation Interview

Name______________________________ Student__________________

Interview__________________________ Date____________________

1. What is your understanding of the Title IV-C project?

2. How was it supposed to have helped your child?

3. What was supposed to have happened for him/her?

4. What has happened?

		Excellent		OK		Poor
5.	How was the counseling with the project staff members?	1	2	3	4	5
6.	Please rate the meetings of the Educational Assessment Team in which you participated.	1	2	3	4	5

7.	I understand the objectives set for my child and how they were determined.	Yes	No	Not sure
8.	The objectives made sense for my child.	Yes	No	Not sure
9.	I had a part in helping determine the objectives for my child.	Yes	No	Not sure
10.	I knew what I could do to help my child reach the objectives.	Yes	No	Not sure

Teacher Evaluation Interview

Name__________________________________Teacher, Other staff.

Interviewer___________________________Date________________

1. A number of evaluation procedures were used this year in connection with the project. Please rate these.

a.	Standard tests	1 2 3 4 5
b.	Video rating scale	1 2 3 4 5
c.	Needs assessment	1 2 3 4 5
d.	Student data sheet	1 2 3 4 5
e.	Student time check	1 2 3 4 5

Comments:

2. How was the consultation with the project staff members?

a.	Behavior management	1 2 3 4 5
b.	Reading	1 2 3 4 5
c.	Math	1 2 3 4 5
d.	Special areas	1 2 3 4 5

Comments:

3. How did you feel about the identification procedures?

a.	Testing	1 2 3 4 5
b.	Selection	1 2 3 4 5

Comments:

4. Please rate the Educational Assessment Team meetings. 1 2 3 4 5

Comments:

5. How did you feel about the time scheduling during the day, week and/or year?

a.	Students	1 2 3 4 5
b.	Yourself	1 2 3 4 5

Comments:

1=high 5=low

6. Rate the inservice training program in the following areas:

a. Diagnosis	1	2	3	4	5
b. Remediation	1	2	3	4	5
c. Behavior Management	1	2	3	4	5

Comments:

7. Misc. Comments:

TEACHER INFORMAL PROJECT EVALUATION

Teacher: ______________________________ Grade level: ________

Interviewer: ____________________________ Date: __________

1. Were you involved in the initial stages of the project writing? _____ If so, what was your involvement?

2. What were some of your expectations of the IV-C program?

   To what degree have they been met?

3. Did you have students in the program during the first year? _____ second year? _____ third year? _____

4. How have you been involved in planning each project student's individual program?

5. What specific services have you received from the Resource Specialists in the program?

   First year:

   Second year:

   Third year:

6. Do you feel the instructional aides trained in the program have been effective with project students in your class? ______

How?

Has it been apparent that they received special training? ____
Please specify.

7. Do you think that the instructional aides trained in the program could effectively continue certain elements of the program under the direction of a classroom teacher? ______
Which elements?

8. Do you feel that the academic performance of the project students in your class has improved because of the Title IV-C services? ______ Please be specific.

9. Do you feel that the behavior of the project students in your class has improved because of the Title IV-C services? _____ Specify.

10. Has Title IV-C provided inservice to meet your needs in serving the project students in your class? _____
Please specify.

11. What aspects of the program have been most valuable to you as a classroom teacher?

What aspects of the program have been most valuable to you as a professional educator?

12. Did you have an opportunity to make recommendations each spring for program changes before the project was sent to the State for continuation approval? _____
How was this accomplished?

13. What aspects of the program do you feel should have been changed that were not changed?

14. Do you feel parents of project students have had adequate communication regarding the services for their children? _______ Have your project students' parents been involved in the program? _______ Please specify.

15. Which services of the Title IV-C program would you like to see continued in the school if funding is available?

Comments:

Workshop Evaluation

Workshop subject____

Workshop Date____________________

	(low) 1 2 3 4 (high)
1. Information presented	
2. Manner of presentation	
3. Appropriateness of tasks	
4. This section as a value to you	

I would like this section repeated. Yes No

I would like specific parts of this section repeated. Yes No

If yes, which specific areas:

Comments:

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STUDENT TIME CHECK

Date_______________

Day of week_______________

Students:

Reading		Math		Language/ Spelling		Indirect Reading		Indirect Math		Counseling		Other	
min.	size	min.	size	min.	size	min.	size	min.	size	min.	size	min.	size

min. = minutes size = size of group

STAFF INSERVICE NEEDS ASSESSMENT

As part of the Title IV-C project, you will have the benefit of inservice training. To organize this training an assessment of your needs will be helpful. Please check the areas in the appropriate column based upon the assumption you have students needing special help in academic and behavior areas.

I know everything I want to know	I don't know much and I want to know more	I don't know much and I don't want to know more	I have something to offer in this area	
				1. Recording and learning system to observe a child.
				2. The advantages and disadvantages of various diagnostic tests.
				3. Informal assessment.
				4. Modification and construction of materials to meet needs of the special students.
				5. Supplementary reading and math materials.
				6. Writing Individual Educational Plans.
				7. Various systems to modify behaviors (task analysis, contingency management, behavior analysis).
				8. Theories on learning disabilities.
				9. Conferencing with parents of children with learning disabilities.

Other inservice needs or comments:

TEACHER ATTITUDINAL SURVEY OF AIDE CONTRIBUTIONS

This year objectives will be set for Title IV-C project students during specific meetings with the classroom teacher and project personnel. This Educational Assessment Team (EAT) will determine appropriate Individualized instruction for project students and will meet regularly to review and determine progress and set new student objectives. The IV-C instuctional aides will serve as part of the EAT.

In each of the areas below what contribution do you feel the IV-C instructional aide will make as part of the EAT?

	Significant	Fair	Minor
1. Behavior management			
2. Evaluation methods			
3. Diagnostic/prescriptive techniques			
4. Academic instruction			
5. Theories of learning disabilities			

Comments:

SCHOOL BEHAVIOR SELF REPORT

Name___________________________________ Date__________ Grade_______

Here are some questions about your school work and how you do in class. Tell me if you are very good (V), good (G), or not so good as you would like (N).

		V	G	N	
1.	How well do you do in math (arithmetic)?				1
2.	How well do you do in reading?				2
3.	How well do you do in handwriting?				3
4.	How well do you make things with your hands like in crafts or art?				4
5.	How well are you behaved in class?				5
6.	How hard do you work on you school work in class?				6
7.	How well do you share in class (Participate in class discussions)?				7
8.	How well do you work alone in class without any help?				8
9.	How well do you work in groups in class?				9
10.	How well do you complete your work?				10
11.	How good is your attendance record?				11
12.	How good are you in getting to school and class on time?				12
	Total				
		X3	X2	X1	

Score___________

Britton Motor Skill Rating Scale

Name____Date________________

1) Holds pencil accurately	Yes	No
2) Writes letters and numerals without reversals	Yes	No
3) Colors in line	Yes	No
4) Draws line segment to join two points	Yes	No
5) Knows left from right	Yes	No
6) Copies shapes from chalkboard (circle, triangle, square)	Yes	No

Video Rating Scale

Yes St No Dk 1. Works well with others.

Yes St No Dk 2. Seeks help in order to finish projects.

Yes St No Dk 3. Follows through without being pushed.

Yes St No Dk 4. Eager to be part of a program.

Yes St No Dk 5. Completes assignments.

Yes St No Dk 6. Shares knowledge and energy with others.

Yes St No Dk 7. Does more than asked to do.

Yes St No Dk 8. Works well by self.

___ ___ ___ ___ Totals

Name____ Date________________

Time per week in Video Program at this time____________________

St = Sometimes
Dk = Don't know

DATA FORM

Name ____________________ Grade _____ Teacher ____________________ Year ________ Birthdate _________

Parents ________________________ Address ______________________ Phone ______________________

---

1) PIAT scores

Dates: Pre __________	Interim ____________	Post ____________
Reading _____ _____	Reading _____ _____	Reading _____ _____
Comprehension _____ _____	Comprehension _____ _____	Comprehension _____ _____
Spelling _____ _____	Spelling _____ _____	Spelling _____ _____

---

2) Self-Esteem Scale	Pre _____ _____ Date Score	Interim _____ _____ Date Score	Post _____ _____ Date Score
3) Key Math	Pre _____ _____ Date Score	Interim _____ _____ Date Score	Post _____ _____ Date Score
4) Other	Pre _____ _____ Date Score	Interim _____ _____ Date Score	Post _____ _____ Date Score
5) Other	Pre _____ _____ Date Score	Interim _____ _____ Date Score	Post _____ _____ Date Score

DATA FORM pg. 2

GOALS			PERFORMANCE:				DECISION			
Date	Area	Objectives	Date	met as stated	progress	no progress	Activity	keep	revise	drop

Codes: 1. Reading 2. Language 3. Spelling 4. Math 5. Behavior 6. Self-Esteem
7. Handwriting 8. Other (Specify)

Activities: 1. Direct IV-C Instruction 2. Teacher consultation 3. Regular Program
4. Parent Contact 5. Special Projects 6. Other (Specify)

TITLE IV-C Training Session Record

Trainee: ______________________

Date	Unit	Objective	Activity	Specialist Comments	Trainee Comments

Title IV-C
Materials Check-Out

Name____________________
Grade____________________
Date____________________

I would like to use______________________________ with the following

students:

to help meet the following objective:

I have/have not used this material before.

I would/would not like assistance in learning how to effectively use this material.

Check-In

Date____________________

This material did/did not help meet the original objective.

This material is/is not good for other purposes.

I would/would not like to use it again.

If you had inservice to use this material please answer the following.

The inservice I received for using this was/was not sufficient.

Other comments:

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PARENT COMMUNICATION DATA

Student's name:______________________________

Parent's name:_______________________________

Date:_____________

Parent
IV-C
Teacher requested conference
Other

People present:

Purpose:

Discussion:

Necessary follow-up (if any):

Conclusion:

Date:____________

Student Achievement Record

Student______________________________ Grade__________

Project Teacher___________________________

Special Area: Art, Machine shop, P.E. Special project, Video

Describe the specific student achievement:

Photographic Record? Yes No If yes, circle the type:

Video, Movie, Slide, Print

Where is the document kept? __________________________________

Date of report____________________

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EDUCATIONAL ASSESSMENT TEAM MEETING RECORD

Student____________________

Date:

People Present:

Topic:

Date:

People Present:

Topic:

Date:

People Present:

Topic:

Date:

People Present:

Topic:

Date:

People Present:

Topic:

Date:

People Present:

Topic:

STREAM Competency Checklist

Diagnostic Techniques

Objectives:

____ A1. At the conclusion of training in the area of brain damage theories, the trainee will be able to answer questions at the 90% level of accuracy related to brain damage and remediation.

____ A2. At the conclusion of training in psycholinguistic theories, the trainee will be able to list and accurately describe briefly three diagnostic-remediation techniques.

____ B1. At the conclusion of training in the area of observational techniques, the trainee will be able to list at least six behaviors of a child in a classroom in academic and behavior areas with 90% accuracy.

____ B2. At the conclusion of training in the area of observational techniques, trainee will complete a frequency count of two specific behaviors during three separate observations at a 90% accuracy level.

____ B3. At the conclusion of training in observation techniques, trainee will write an anecdotal record immediately after an observed situation using behavioral terms and filling in all information as measured by a rating scale.

____ B4. When presented with ten situations of behaviors to be observed, trainee will choose an appropriate method of observation for at least nine.

____ C1. At the conclusion of training in the area of testing techniques, trainee will be able to administer a given formal individual achievement test at the 95% level of accuracy as measured by a rating scale.

____ C2. When presented with descriptions of ten student academic characteristics, trainee will be able to select an appropriate test or part of test to assess the students for at least nine of the situations.

____ C3. When discussing the scores of a given test with a parent or other adult, the trainee will cover seven points fully as measured by a rating scale to an 85% accuracy level.

____ C4. When given the task of assessing a particular learning or behavior pattern of an exceptional child, the trainee will be able to describe or create three appropriate informal assessment tools.

____ D1. Given the characteristics of three students with exceptional needs, trainee will list three behaviors for each student that should be learned next.

STREAM Competency Checklist cont'd.

____ E2. Presented with three objectives in behavior change areas, trainee will use observation techniques to determine if students' objectives are met at the .70 level of reliability with the trainer.

____ E3. When presented with three objectives for two different students which were not met, trainee will appropriately modify the IEPs.

Communication

Objective:

____ A1. At the conclusion of training in the history of recent trends in special eeucation, the trainee will be able to list at least 2 trends in the areas of classification of students, special class placement, and mainstreaming and resource services.

____ A2. At the conclusion of training in the area of nutritional theories of learning disabilities, the trainee will be able to accurately list and describe two nutritional theories.

____ B1. Trainee will provide three out of five parents with information regarding strategies, techniques, and extensions of school programs to be carried out at home as measured by parent questionnaire.

____ B2. Trainee will talk about the results of instructional processes to three out of five parents as measured by parent questionnaire.